

# Art – Y8 – Culture Explores

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 1 SEPT- OCT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Big Ideas</b>	<p>Understand how cultures use <b>pattern differently</b>, and how these patterns can link to <b>traditions and customs</b>.</p> <p>Understand how <b>pattern work</b> is selected when <b>painting</b>.</p> <p>Understand how to decide on their <b>pattern work</b> and how this can be <b>applied</b> to their own practice when <b>painting</b>.</p>					
<b>TOPIC (S)</b> <b>Painting:</b> <b>Cultural use of pattern.</b>	<u>Research</u> -Students to gain knowledge of <b>context</b> and gather ideas in relation to <b>patterns</b> within a culture.  <u>Possible tasks:</u> -Artist write up -Reading task -Mood board -Photography -Drawing -Reading task	<u>Plan</u> -Student to <b>generate ideas</b> whilst considering painting materials, techniques, designs, subject matter and processes.  <u>Possible tasks:</u> -Spider diagram -Drawings -Photography -Collage -Class discussion	<u>Contextual Links</u> -Students to be able to <b>describe, evaluate</b> and <b>analyse</b> the work of artists in relation to pattern work within a culture. -Compare and contrast artists  <u>Possible tasks:</u> -Artist write up -Artist comparison -Museum/gallery visit -Artist interview -Reading task	<u>Apply Technique</u> -Students to be able to <b>mark make</b> , create <b>texture</b> and <b>tone</b> when using cultural patterns using paint media.  <u>Possible tasks:</u> -Poster paint -Watercolour -Ink	<u>Refine</u> -Students to be able to <b>refine</b> their skills by re-working and re-drafting as they <b>respond</b> to feedback on painting skills.  <u>Possible tasks:</u> -Poster paint -Watercolour -Ink	<u>Evaluate</u> -Students to be able to respond to feedback on painting. -Students to be able to <b>evaluate</b> their own work and that others. <u>Possible tasks:</u> -Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial
Knowledge & Skills development	<b>M (Making)</b> <ul style="list-style-type: none"> <li>M: Painting using a range of materials (watercolour, ink, poster paint)</li> <li>M: Ability to use various marks to create tone and texture</li> </ul>			<b>I (Ideas)</b> <ul style="list-style-type: none"> <li>I: Ability to generate ideas for a piece of artwork based on cultural traditions.</li> <li>I: Creativity to design an outcome whilst being inspired by others</li> </ul>		
	<b>K (Knowledge)</b> <ul style="list-style-type: none"> <li>K: Knowledge the context of their artwork</li> <li>K: Knowledge of the design process, and painting in particular</li> </ul>			<b>E (Evaluation)</b> <ul style="list-style-type: none"> <li>E: Ability to evaluate practical skills</li> <li>M/E: Ability to refine practical skills after evaluation</li> </ul>		
Assessment / Feedback Opportunities	Formative teacher assessment - verbal	Formative teacher assessment – verbal. <b>Teacher/self-assessment yellow box.</b>	Formative teacher assessment – verbal. <b>Peer assessment yellow box.</b>	Formative teacher assessment – verbal.	<b>Self-assessment yellow box.</b>	<b>Teacher summative assessment.</b>
Cultural Capital	<ul style="list-style-type: none"> <li>Connection to a culture that is not their own</li> <li>Understanding different religions and ways of life</li> <li>Using design principles from other cultures</li> </ul>					

\*Units to work on a rotation when appropriate due to equipment.

	<ul style="list-style-type: none"> <li>Linguistic cultural capital- students develop their means of communication and self-presentation by discussing their own artwork and that of others.</li> </ul>
<b>SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance &amp; Respect)</b>	<ul style="list-style-type: none"> <li>Understanding the work of artists and how they have created artwork in an open society.</li> <li><b>Spiritual development through</b> independent thinking whilst realising personal ideas and intentions expressed visually.</li> <li><b>Social development as</b> students work is celebrated throughout the school through displays. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. Students discuss and research a range of artists and art work, encouraging and developing communication skills.</li> </ul>
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>Reading painting rules and methods</li> <li>Reading about the work of artists (biographies, gallery reviews, interviews)</li> </ul>
<b>Key Vocabulary</b>	Pattern Repeat Shape Design Paint Painter Painted Painting Artists Designer Craftsperson Culture Country Cultural Tradition Custom Highlight Mid-tone Shadow Mark Line Horizontal Vertical Diagonal Parallel Composition Layout Sketch Background Foreground Detail Blending Dabbing Gradient Wet Blend Dry Blend
<b>Digital Literacy</b>	Extension activities: Digital art using Kaleido Lens app. Time-lapse video of painting. Animation using Koma Koma. Firefly resources.
<b>Cross-curricular links</b>	Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing. English –writing to evaluate and analyse
<b>Careers</b>	Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant.

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